

**INCLUSION-BASED LEARNING MANAGEMENT
AT ELEMENTARY SCHOOL KATOLIK KRIDA DHARMA BLORA**

ARTICLE

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APPROVAL

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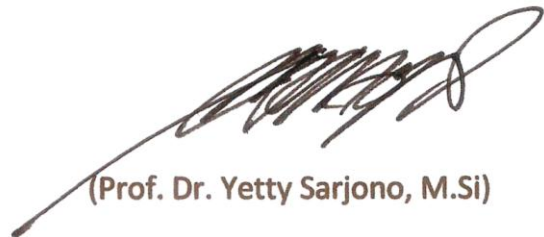
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ABSTRAK

PENGELOLAAN PEMBELAJARAN INKLUSI

DI SEKOLAH DASAR KATOLIK KRIDA DHARMA BLORA

Oleh:

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Tujuan dari penelitian ini menggambarkan pengelolaan modifikasi bahan ajar dalam pembelajaran inklusi di SD Katolik Krida Dharma Blora dan menggambarkan evaluasi terhadap pengelolaan modifikasi bahan ajar dalam pembelajaran inklusi di SD Krida Dharma Blora. Sebelum memodifikasi bahan ajar, ada tiga langkah yang dilakukan yaitu: memilih, mengorganisir, dan mensintesa bahan ajar.

Metode yang digunakan dalam penelitian ini adalah qualitative. Dalam pengumpulan data penulis menggunakan (1) observasi, (2) wawancara mendalam, dan (3) dokumentasi. Dan teknik analisis datanya dengan cara (1) pengumpulan data, (2) reduksi data, (3) penyajian data, dan (4) penarikan kesimpulan. Teknik validasi data yang digunakan dalam penelitian ini adalah triangulasi, event, informan, dan dokumen.

Hasil penelitian ini menunjukkan bahwa tidak semua bahan ajar yang akan disampaikan dalam pembelajaran inklusif membutuhkan modifikasi. Bahan ajar yang dimodifikasi tergantung pada sulit dan tidaknya materi, tergantung kerumitannya, keluasannya atau kedalamannya materi yang akan disampaikan. Bahan ajar yang dimodifikasi disesuaikan dengan kebutuhan dan kemampuan anak, berdasarkan hasil asesmen anak.

Kata kunci: pengelolaan, pembelajaran, pendidikan inklusi, modifikasi bahan ajar.

INCLUSION-BASED LEARNING MANAGEMENT
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By :

Sri Mulyati, Yetty Sarjono, Dwi Haryanti

ABSTRACT

The objectives of research are describing the management of modified teaching material in inclusive learning in SD Katolik Krida Dharma Blora and describing the evaluation on the management of modified teaching material in inclusive learning in SD Krida Dharma Blora. Before modifying the teaching material, there are three steps to be followed: selecting, organizing, and synthesizing teaching material.

The method used in this research is the qualitative. One is (1) observation, (2) in-depth interview, and (3) documentation; in collecting the data the writer uses. And they are analyzed using (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing. Technique of validating data used in this research is triangulation they are event, informant, and document.

The research results show that not all teaching materials to be delivered in inclusive learning needed modification. And the teaching material was modified depending on its difficulty, complexity, width and depth levels; the modified teaching material was adjusted with the children's need and ability on the basis of assessment result.

Keywords: management, learning, inclusive education, teaching material modification.

INTRODUCTION

The inclusion of children with special needs in regular schools is the application of Article 31 clause 1 of 1945 Constitution mentioning that every citizen is entitled to obtain education including the students with special needs and the Act Number 20 of 2003 about National Education System of Indonesian Government completely guarantees the students with special needs or intellectual potential and or special aptitude to get high-quality education service. In fact, however, the children with special needs still have not obtained the decent education access yet.

In 2004, Indonesia holds a national convention providing Bandung Declaration with Indonesian commitment toward inclusive education. Inclusive school corresponding to the National Education Minister's Regulation Number 70 of 2009 about Inclusive Education for the students with disability and intellectual potential and or special aptitude, answers the parents' and children's wants to get education access just like the normal children. In its organization, inclusive school or inclusive education includes the children with special needs in obtaining education service according to their special needs (DepDikNas, 2007).

Inclusive education is the new paradigm in education realm, thereby requiring the change in the perspective of it and its management. The concept of inclusive education is based on the principle of the equality of right to receive education service requiring the presence of learning model adjustment corresponding to the needs and appreciating individual difference. The requirement is the regular school

organizing inclusive education, in order to make various changes and to undertake the learning strategy from planning to implementation and evaluation, including how to choose media and learning source as well as learning model corresponding to the students' diverse needs.

The inclusive education organizing school should accommodate the individual needs of its students by means of both providing environment accessibility and applying flexible curriculum, and adapting curriculum, applying the varied approaches, strategies, methods and media as well as the assessment according to the children's potential (DepDikNas, 2007: 6).

One of attempt the inclusive school takes in improving education service is by modifying learning model, from curriculum, infrastructures, teaching and educating staff, and learning system to its assessment system. The school makes various changes and develops learning strategy, from planning, implementing to evaluating, including media selection and learning source as well as learning models consistent with the student needs. The use of modified learning model is expected to motivate the students with special needs in attending the learning process, thereby eventually improving the students' learning achievement.

Learning modification at inclusive school requires readiness; the problems with learning modification include: the headmaster's readiness, the readiness of the

teacher responsible for learning with diverse children, the availability of means or media corresponding to the need and specialty, and readiness of teacher capability in creating an interesting learning. Schultz (1994) in Baihaqi (2009:399) the key to a school's readiness for more inclusive classroom perhaps is the greater unification of disabled students in order to be successful for all concerned parties.

Research Focus

Considering the background of problem above, this research focuses on “How is the management of inclusive learning at SD Katolik Krida Dharma Blora?” that can be detailed in 2 (two) sub focuses: (1) How is the management of learning material modification in inclusive learning at SD Katolik Krida Dharma Blora? (2) How is the evaluation on the inclusive learning material modification management in SD Katolik Krida Dharma Blora?

Research Objective

In line with the focus of research, there are two objectives expected from this research. (1) To describe the management of learning material modification in inclusive learning at SD Katolik Krida Dharma Blora. (2) To describe the evaluation on the inclusive learning material modification management in SD Katolik Krida Dharma Blora.

Benefit of Research

The writer hopes this research results have practical dan theoretical benefits as the following: (1) Practical Benefit: The result of research can be used as the input to the headmaster of SD Katolik Krida Dharma Blora as the attempt of improving the learning achievement. (2) Theoretical Benefit: The result of research can be used as the scientific reference to those needing.

THEORETICAL REVIEW

The learning management, according to learning management is an ability of managing the students' learning aimed at achieving the final intended result by activating others through educative interaction (Sopiatin, 2010).

Generally, learning is a behavioral changing process acquired through experience of the concerned individual (Asrori, 2007:6). Dengeng in Uno (2007:83) states that learning is "The attempt of having the student learnt. In learning, there is an activity of selecting, determining, developing method to achieve the intended learning achievement. This method selection, determination, and development are based on existing learning condition.

The learning in inclusive class should pay attention to each type and character of children with special needs; the learning program is adjusted with their disabilities including: Blind, Deaf, Mentally Retarded, Quadriplegic, Behavioral Disorder, Autistic, Gifted children, and so on, they should be served optimally.

Learning in inclusive class involves the classroom teacher, subject teacher, and special counseling teacher.

Learning material in Prastowo (2012:16) according to National Center for Competency Based Training, is any form used to help teacher or instructor in implementing the learning process in the classroom. Learning material is, according to Panen, a learning material is organized systematically that the teachers and students use in the learning process.

Learning material can be information, concept, theory and etc. Learning material should be relevant or support the achievement of basic competence or standard competence. The material should be made and developed by the teacher referring to the relevant source, and the students should learn it to achieve the specified objective (Kemendiknas, 2010:73).

Learning material is an integral part of curriculum; the approach used in inclusive education learning teach the children corresponding to their heterogeneous ability; the learning material is administered with individual approach (Depdiknas, 2007:9).

Modification means to changes to be adjusted. Learning material modification is how to find out or to give appropriate learning material in inclusive education corresponding to individual ability (individual approach) (Depdiknas, 2012:12). The material/learning material modification process should be based on the condition or

level ability of the students with special needs based on the assessment result (Kemendiknas, 2010:84).

The main activities in modifying learning material in inclusive education are as follows: (1) Selecting the learning material, in this activity, the teacher selects, decides the appropriate learning material for the students corresponding to the syllabus existing at public (regular) school. (2) Organizing the learning material, teacher organizes and develops the learning material sequence by chronological, procedural, logical, and hierarchy orders. (3) Synthesizing learning material, teacher implementing the learning activity attempts to preclude the organized materials from separation, but to put them together in entire learning process of regular classroom (Depdiknas, 2007:12)

Inclusive education is the education service system requiring the children with special needs to study at the proximate schools in regular classroom along with their peer (Sapon-Shevin in O'Neil, 1994 in Depdiknas, 2007:4). An inclusive education organizing School is the one accommodating all students in the same classroom. This school provides a reasonable and challenging education program that has been adjusted with every students' ability and need, and the support and help the teacher can give, to make the children successful (Stainback, 1980 in Depdiknas, 2007:4). Inclusion can be defined as the acceptance of the children with disabilities into

curriculum, environment, social interaction, and self-concept (vision-mission) of school (Smith, 2005:45).

The limitation suggested above indicated that inclusive education is the one designed and adjusted with all students' needs; all students obtain the equally good education service, both the normal students and the students with special needs. All students are attempted to obtain education service optimally by making modification and or adjustment of curriculum, infrastructure, teaching and educating staff, learning system and assessment system.

RESEARCH METHOD

The writer discusses the research method in six parts. They are type of: research type and design, research location, data and data source, technique of collecting data, technique of analyzing data, data validity. (1) Research type and design. Research Type: this study is a qualitative research. Research Design: the design used in this research is education ethnography. (2) Research location in SD Katolik Krida Dharma Blora because it is one of four inclusive schools existing in Blora Regency. (3) Data and data Data Source: The data of research will be obtained using interview, observation and documentation methods. Data Source: The data source of research consisted of event, informant, documentation. (4) Technique of collecting data used in this research was observation, and in-depth interview, documentation. (5) In this

research, the procedure the writer took in analyzing data included data collection, data reduction, data display, and conclusion drawing. (6) Data Validity: Technique of validating data used in this research is triangulation they are event, informant, document.

RESEARCH FINDING

Based in the result of research, it could be found that to cater the children with special needs existing in SD Katolik Krida Dharma, the teachers modified the teaching materials and evaluated the modified teaching materials as follows:

1. Modified Teaching Material in Inclusive Learning in SD Katolik Krida Dharma Blora include: (a) Selecting the Teaching Material, in the beginning of school year, the teacher of SD Katolik Kridha Dharma developed learning set; the syllabus the teacher had made was become as a guideline to select the teaching material to be studied. Before modifying the teaching material, the school observed first the students identified as having special need and then the school with an approval from the parents filed the assessment application to the authorized party. The result of assessment obtained was made as the guidelines in modifying the teaching material.

The teacher, in developing modified teaching material, modified the general curriculum) and then changed it or adjusted it with the children ability and need. The modified teaching material facilitate the children in receiving the material,

facilitate the teacher in delivering material, and can help the teaching-learning activity because it was enjoyable and more attractive. (b) Organizing the Teaching Material, the teachers of SD Katolik Krida Dharma implemented this activity by developing and organizing the teaching materials consistent with the general format of syllabus containing Standard Competency (SC), Basic Competency (BC), learning material, learning activity, competency achievement indicator, assessment, time allotment, learning material/instrument and source; then some of the format was modified corresponding to the ability and characteristics of student with special needs. Not all teaching materials were modified, depending on the need for modification. (c) Synthesizing the Teaching Material, the organized teaching material was then integrated into the learning activity for the regular class in integrative and inseparable manner. In learning process, the teachers explained the material classically, and then they repeated it for the students with special needs who had not understood yet, when the regular students worked on the assignment; the teacher gave separate assignment to the student with special needs by means of writing on their book or by reading the exercise item for those who had not been able to read; the material had been reduced to the level consistent with the student ability and need.

2. Evaluation on The Management of Modified Teaching Material, there was two ways of evaluation in learning: The following sentences may not be the same as the

previous ones, these should be paraphrased (expressed in different ways but with the same meaning). (a) Evaluation Process, the evaluation process was conducted in a series of learning activity, from the evaluation it could be identified that the children with special need in inclusive class also listened jointly to the teacher's explanation, then when the regular children were given assignment, the children with special needs were so with the modified teaching material. The result of children work would be one of assignment scores. (b) Evaluation Result, result of evaluation is the one conducted after the learning process using the modified teaching learning completed. From the result of the following can be identified:

Daily quiz, the learning evaluation in the form of daily quiz was given any time one BC was completed by individual teachers. Similarly, for the modified teaching material, the result of daily quiz was recorded by the teacher and put into the score book and signed by the parents.

Mid-semester test, the mid-semester test was conducted corresponding to the education calendar, and simultaneously throughout Blora subdistrict. Having been corrected by the teacher, the result of mid-semester test was given back to the students to be signed by the parent. Having been recognized by the parents, it was then returned to the teacher to be documented.

Semester test, in the end of semester, the school held the semester test simultaneously; the result of semester test was recapitulated by each individual

class teachers and then the result of student achievement during one semester was given to the parent in the form of report.

DISCUSSION

Difference and similarity between the present research and previous one are:

1. Teaching Material Modification in Inclusive Learning in SD Katolik Krida Dharma,
 - (a) Selecting the Teaching Material. The initial activity the school did before admitting the children with special need was to identify first; having identified them, the school in collaboration with the authorized party made assessment on the children. The result of assessment was made as the guidelines to provide service to the children corresponding to their ability and need.

The teaching material to be modified was selected first by means of selecting and determining the teaching material appropriate to the children; then the teaching material was adjusted with the syllabus the teacher had developed in the beginning of school year. The organization of modified teaching material was done based on the syllabus the teacher had developed and explained corresponding to the characteristics of children (students).

Krida Dharma Elementary School attempted to send the students with special needs to study along with the regular ones without any discrimination, so that this school was called inclusive school. The regular students studied along with the students with special needs, even the clever ones had tolerance to become peer

tutor. (b) Organizing the Teaching Material, the teaching material the teachers of SD Katolik Krida Dharma developed was consistent with the sequence of existing syllabus organization; the syllabus the teachers used as the guidelines in learning was consistent with the general format of syllabus containing Standard Competency (SC), Basic Competency (BC), learning material, learning activity, competency achievement indicator, assessment, time allotment, learning material/instrument and source; then some of the format was modified corresponding to the ability and characteristics of student with special needs. Not all teaching materials were modified, depending on the difficulty level of the material delivered.

Jennifer L. Jones, Karrie A. Jones, and Paul J. Vermette's (2011) study concluded that the curriculum designing in inclusive school should enable all students to obtain equal opportunity to be successful in education; the successful education environment is the one enabling the students' cognitive and affective aspect to develop. The effective curriculum design enables the inclusion of some ways for the students to negotiate the conceptual meaning. There are three principles in designing curriculum: 1. Identifying the dynamic and active learning process, helping all students develop, 2. All students, regardless their ability, are given several ways to express their academic competency. 3. All students should be involved in the learning that motivates them to do some activity relating to cognitive thinking.

The teacher who organized the teaching material before the learning enabled the children with special needs to get service and opportunity to be successful in education, thereby developing optimally according to their ability and need. Thus, the current research findings supported Jennifer L. Jones, Karrie A. Jones, and Paul J. Vermette's. (c) Synthesizing the Teaching Material, the attempts the teachers of SD Katolik Krida Dharma have taken in learning achievement include integrating in integrative manner the organized teaching material in the learning process into the regular inseparable learning activity. The students with special needs in SD Katolik Krida Dharma got the same service in the same classroom, only the material was different. In the presence of inclusive learning, the parents felt helped because their children with special needs could be served. Jennifer M. Cassady's (2011) study concluded that generally, the parents stated that it is more beneficial for the autistic children to be included into regular class. They also believed in the implementation of individualized education plan by adapting the learning corresponding to the student need, and the collaboration with peer to develop program and accommodation for the autists. The teachers taught the autisms more self-confidently in inclusive school and more willing to provide support needed in order to create a learning environment beneficial to the student. Thus, this current research finding supported Jennifer M. Cassady's.

2. Evaluation the teacher has conducted on the learning with modified teaching material are: (a) Evaluation Process, the process of evaluation was the one conducted during the learning process; having the teacher explained for the regular students, they then provided service to those with special needs using modified teaching material according to the children classification. The task or items the teacher gave in the learning process for the children with special needs according to the ability and the regular children could be involved as peer tutor.

One finding of this research was that the assignment given to the student with special needs used the teaching material modified by the teacher that could be seen or observed in their learning process. (b) Evaluation result, the evaluation of teaching material was done after the teacher conducted learning process in the classroom. The evaluation on teaching material was intended to find out the extent to which the children could receive the teaching material presented by the teacher.

The norm of learning assessment conducted in SD Katolik Krida Dharma Blora used two digit numbers; the result of assessment was conveyed to the parents of students in the form of report in each semester. For the children with special needs, the score of assessment result or report was still the same in its form as that given to the regular children because the school had not had yet the report corresponding to the children classification; nevertheless the teaching material given was the modified one according to the children condition.

The research differs from previous study, namely, it finds modification of teaching materials of an inclusive school SD Katolik Krida Dharma Blora, whereas the other one had researched on education for all, green environment of school, and education for teachers before they provide inclusive services.

CONCLUSION

1. Teaching Material Modification in Inclusive Learning in SD Katolik Krida Dharma

a. Selecting the Teaching Material

Selecting the teaching material is the activity of selecting the teaching material, and then determining the one consistent with the children referring to the one existing in regular class syllabus. The teaching material selection was necessary because in regular class, there are several students with special needs who required appropriate treatment, with appropriate teaching material corresponding to their need and ability, so that it is expected that the optimum result can be obtained.

b. Organizing the Teaching Material

Organizing the teaching material is the teacher activity in developing and organizing the teaching material order, the teaching material order is designed consistent with the existing syllabus; the syllabus the teachers used as the guidelines in learning is consistent with the general format of syllabus containing Standard Competency (SC), Basic Competency (BC), learning material, learning activity, competency achievement indicator, assessment, time allotment, learning

material/instrument and source; then some of the format was modified corresponding to the ability and characteristics of student with special needs. Organizing the teaching material consistent with the curriculum enables all students to get equal opportunity to be successful and to develop.

c. Synthesizing the Teaching Material

Synthesizing the teaching material is to integrate the organized teaching material into the learning activity the regular class in integrative and inseparable manner. The students get equal service in the same class despite different material. In the presence of integrative learning, the students with special needs can be served and obtained support to the student acceptance without discrimination.

2. Evaluation on the Teaching Material Modification

The evaluation on the modified teaching material the teacher has conducted included process and result evaluation. The teacher's willingness in the learning process to modify the teaching material consistent with the children condition will improve the student learning experience and will embed the self-confidence into the students. Meanwhile in result evaluation, when the evaluation process is conducted more interactively, the result will be more effective thereby supporting the students to study better.

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